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# Secondary School Diploma Requirements


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# The Student's Program within the Credit System

## Philosophical Objectives

The primary purpose of a school is to help each student develop to the maximum his potential as an individual and as a member of society who will think clearly, feel deeply, and act wisely. This purpose can be achieved by facilitating the intellectual, social, moral, physical, and emotional growth of each student and by developing more fully the knowledge, skills, and aptitudes that each brings to the secondary school. The vital qualities of intellectual curiosity and imagination also require constant encouragement. At the same time, recognition of the dignity of work and the satisfaction of achievement will allow students of varying interests and abilities to take pride in their personal efforts. A student who accepts new challenges and learns to make responsible decisions should develop a spirit of inquiry that will inspire him with the desire and confidence to continue learning throughout his whole life.

It follows, therefore, that a student's program must reflect his state of development as well as his expectations of achievement. Advice and information must be available to each student and to his parents regarding the courses best suited to his needs, interests, abilities, and goals for the future. The task of selecting courses that make up a program leading to a diploma or certificate offers the student one opportunity to participate in a decision-making process. He should also be making decisions concerning his personal educational goals and his use of whatever unstructured time is available. Thus both the student and his parents share with the school the responsibility for educational achievement, in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

In Ontario, the fundamental aims of secondary education are being achieved in several ways. Secondary schools are offering an increasingly diverse range of learning experiences, all of which entitle students to educational credits. Continued emphasis is placed on being aware of objectives and achievements of elementary schools, developments in post-secondary education, as well as expectations in the various fields of business and industry. At the local level, new opportunities are being sought to articulate aims and objectives, plan curriculum, provide opportunities for professional development, and encourage a close relationship between the school, the community, and the students in the establishment of curricular and organizational patterns.

## Organizational Objectives

Secondary school organization under the credit system, in so far as it is consistent with the financial and human resources available in a school, allows each student to pursue a program suited to his individual needs and aspirations. The opportunity for each student to work at his own level, to reach ahead in some subjects, and engage in more basic work in others can be provided if courses with different approaches and varying degrees of intensity are offered in many subject fields. However, the organization of a secondary school program that permits differentiated progress for individual students requires time, energy, and dedication. Various organizational patterns, having distinct advantages in particular situations, may also create special demands on principals, teachers, and students. If, for example, the conventional class is no longer used as an organizational or instructional unit, provision should be made for each student either to relate to a teacher who can act as a personal advisor or to belong to a group that can offer continuing support and stability.

Again, if many individual differences are to be accommodated within a subject or course, there must be careful and perceptive adaptation of curriculum guidelines, a constant awareness of standards, and a flexible organizational structure. Current technical and business courses, for example, offer diversity in content, function, and approach. The aims and objectives of students in practical education courses may range from in-depth specialization with immediate vocational goals to the acquisition of a broad base of compatible disciplines providing a background for post-secondary education or the development of general business and technical awareness. Because of these varying objectives, students who could be grouped together for scheduling purposes might have their particular courses assigned to different areas of study in accordance with the focus and depth of their work. Different credit values might also be given to these particular courses according to the amount of time and work scheduled for each student.

School schedules should accommodate whatever educational techniques seem most appropriate for varying sizes of student groups, differing patterns of time allotment,

and the restructuring of courses to allow multi-disciplinary approaches. A flexible scheduling system should also provide for a variety of learning experiences based on student inquiry and research, on individual and independent study, on group instruction, on small group interaction, and on participation in the community. Because the definition of a credit given in this document establishes time as a genuinely flexible resource, it permits the use of longer or shorter cycles, out-of-school activities as part of the curriculum, block or modular units, and full-year, semester, or trimester, scheduling.

Flexibility in scheduling should enable the particularly gifted students as well as those with learning problems to take courses from which they can derive the maximum benefit. Traditionally, schools have met the needs of students with learning difficulties through the services of Special Education, special vocational schools, or occupational education in composite secondary schools. The need continues for specially designed courses whose purpose is to provide practical training for students who need a program that will prepare them for specific occupational goals or further training. Furthermore, appropriate programs of four years' duration should be available for all students who want or need them.

Exceptional students have been defined as those who have physical, intellectual, social, communicative, or emotional differences to such a degree that curriculum modification or special services must be provided for them. The trend away from the practice of segregating and labelling students or packaging total programs indicates an effort to extend the opportunities for exceptional students. Nevertheless, a few severely handicapped students may need specialized residential schools such as those for the blind and deaf. Some school boards, however, are now planning for the education of many of these students within the educational facilities of their home communities.

Procedures for evaluating student progress should be varied enough to meet the requirements of different individuals and groups of students, different courses, and different learning environments. Formative and summative appraisal, standardized testing, subjective and objective assessment, examination of cognitive, affective, and psycho-motor development—all these methods of evaluation should be considered for both the advantages and disadvantages each may have in any learning



# Building a Student Program

situation. The most effective form of evaluation consists of the application of the teacher's professional judgement to a wide range of information gathered through observation and assessment. When suitable methods of evaluation are used, evaluation itself becomes part of learning for both student and teacher. Subject promotion, which is an integral part of the credit system, makes it possible for a student to repeat or change courses in which he has not been successful, without having to repeat others in which his progress has been satisfactory. However, no matter what evaluation processes are used within individual courses, it is still necessary that the principal and his staff devise a method of monitoring the over-all progress of each student through the secondary school. The Ontario School Record System is a basic element in such a process.

The principle of continuous progress in education operates most successfully when the expectations of achievement are neither too low nor too high for students for whom a particular course has been designed. Thus the expectations of achievement should be realistically related to the objectives of a course and clearly identified to all students, with progress measured, judged, and reported by appropriate means.

It is imperative that students learn: they should be able to investigate, analyse, synthesize, interpret, report, evaluate, and make the occasional intuitive leap in the pursuit of knowledge. The organizational structure of each secondary school should provide the most appropriate means by which individual students and teachers can engage in educational processes that satisfy their mutually established goals.

## Course Selection

It is expected that all the courses offered in a school are selected and developed by the principal and his staff and supported by local supervisory officers. These courses will have been developed from Ministry of Education guidelines or approved directly by the Ministry. Each one is, therefore, considered to have educational merit.

Perceptions concerning the relative value of a particular subject or course vary from community to community, from school to school, from teacher to teacher, and from student to student. Fortunately, the need to provide students with the skills, perspectives, attitudes, and understanding that will allow them to participate richly and wisely in the life of this province and this country can be fulfilled in different ways and through various subject areas. Thus it is considered appropriate for each school to establish its own educational priorities, just as it develops its own curriculum to meet the needs, interests, and abilities of the students in its community. *The recommendations of the principal and his staff should, therefore, have a significant influence over the selection of courses made by each student. However, except in those cases where a student has clearly demonstrated that he is not competent to undertake a particular course or program of studies, all such curricular choices continue to be subject to parental approval.\**

## Planning

There are several principles to be considered in planning individual programs for students:

- 1 Each student should have the basic skills that will allow him to continue his education with competence and confidence.
- 2 Each student should be advised to take courses that will allow him to capitalize on his abilities, interests, needs, and educational goals without unnecessarily limiting his future occupational and educational choices.
- 3 Each student should be advised of the importance of certain national priorities in education, including, for example, physical fitness, an understanding and appreciation of both the English and French languages, and an awareness of Canada's heritage.

4 A student should be encouraged to take courses that seem appropriate to his abilities and expectations of achievement, with the recognition that some courses may require certain prerequisites and that some subjects are normally studied in a prescribed sequence.

5 Unscheduled time and independent study should be available only to the extent that they provide the appropriate balance or support to a student's total program.

6 Ideally a student's program should possess the qualities of coherence, continuity, and balance—coherence in relating most of his courses in some way to his immediate and long-term goals; continuity in providing the opportunity for some extended study of sequential subjects or the application of known principles to new studies; balance in the range of knowledge and learning styles upon which he may base his future educational and occupational choices.

7 Whenever a student is allowed to transfer or change courses during the year, every effort should be made to retain the coherence of his program as well as the other principles involved in its initial planning.

8 A student who exhibits the ability to master an enriched educational program should be encouraged to expand and deepen his studies by taking more than the minimum 27 credits, with as many credits from advanced level and Senior Division courses as is feasible.

9 A student who exhibits the ability, maturity, and motivation to master an accelerated educational program, has parental approval, and is acting on the advice of the principal, may be assisted in planning a program of study that will enable him to complete the Secondary School Honour Graduation Diploma in fewer than five years. This planning could take advantage of the opportunities available for augmenting the normal credit accumulation, i.e., evening school, summer school, correspondence courses, and independent study. In such cases, a student may be permitted to proceed to courses leading to the

\*Students who have attained the age of majority may accept responsibility for their own curricular choices.



Secondary School Honour Graduation Diploma without completing the total number of credits required for the Secondary School Graduation Diploma. However, the program of studies for all students who entered the first year of an Ontario secondary school program on or after September 1, 1974, must continue to include the mandatory credits in English Studies and Canadian Studies.

10 The program of a student who has already received or who should begin to receive Special Education services will depend on assessments based on school records, special reports forwarded (with parental permission) to the secondary school, and on conferences with the exceptional student, his parents, and former teachers. In these cases, it may be necessary to give consideration to such factors as the following:

- a) restrictions or limitations imposed by physical or emotional handicaps;
- b) side effects of medication that may affect learning;
- c) areas of academic and psychological strength that may form a foundation upon which progress may be built;
- d) techniques or approaches that may ameliorate a handicap or weakness.

Minor adjustments in classroom procedure or school routine will enable some exceptional students to participate in regular courses. Within all schools, however, there will still be students for whom special courses, instructional techniques, learning materials, and evaluation processes will be necessary. In the case of these students, it is particularly important that instruction be assigned to teachers who have an understanding of their special needs, a preference for the challenge of teaching students with learning difficulties, and a commitment to the objectives of the courses. The number of students in each class should be consistent with the objectives of a Special Education program.

#### Areas of Study

An area of study may be defined as a broad segment of man's knowledge and inquiry. The diploma requirements are designed to ensure that, in keeping with the principle of providing breadth in a student's program as well as a framework within which continuity and balance can be maintained, opportunity

is given each student to gain some experience in each of four areas of study: Communications, Social and Environmental Studies, Pure and Applied Sciences, Arts. In consultation with his staff, the principal shall classify all courses offered in his school under these headings. The assignment of a course to an area of study will depend on its content and the method of approach to be used.

There are courses which, by reason of their content or emphasis, are logically appropriate in more than one area of study. Thus a course that can be considered to belong to two areas of study because of its interdisciplinary or multi-disciplinary nature may be assigned to both areas of study when, in the opinion of the principal, it will be taught from a point of view consistent with the definition of these areas of study.

The definitions given below are intended to assist principals in assigning courses to areas of study.

#### Communications

This area consists of studies that are primarily concerned with man's interchange of thought and with various modes of human expression. Subjects that emphasize a medium of communication, be it linguistic, mechanical, symbolic, or pictorial, could be included in this area.

#### Social and Environmental Studies

This area consists of studies that are primarily concerned with man's unique nature and his interaction with his environment and with his fellows. It is evident that the study of man and his environment may be considered the major component of many subjects dealing with human thought and action in the past, present, or future. The ways in which people live, raise their families, earn and spend their money, worship, establish their government and laws, travel, and shape their surroundings are some of the topics that could be included in courses in this area of study.

#### Pure and Applied Sciences

This area consists of studies that are primarily concerned with the properties of matter and energy, the conditions of their interaction, and the application of this understanding to the solution of practical problems. Within this area could be included many of the courses related to the fields of mathematics, science, business, and technology.

#### Arts

This area consists of studies concerned with the aesthetic nature of man and the creative expression of this aspect of his nature. The latter would include physical movement, music, drama, film, and all forms of visual art, whether their focus be functional or aesthetic.

*It is the responsibility of the principal to ensure that the courses making up an individual student's program encompass the four areas of study in accordance with the requirements for the Secondary School Graduation Diploma.*

#### Development of Courses

1 Curriculum guidelines issued by the Ministry provide the framework within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of the students. The current Ontario Ministry of Education curriculum guidelines for secondary school education are listed in Appendix A (see page 10).

2 Certain organizational patterns such as semester, trimester, or summer school schedules will, in some cases, result in planning units of work that have partial credit value. It is suggested, however, that no unit be designed with a credit value of less than one third.

3 *Courses leading to the Secondary School Graduation Diploma:* A number of courses may be developed from any one guideline, as long as each course reflects the intent and balance of the guideline from which it is developed. If multiple courses are to be developed, however, the principal should satisfy himself that the work planned is proportionate to the credit value, taking into consideration the particular students for whom the courses have been designed. Consideration should also be given to how such courses might affect the whole school curriculum.

4 *Courses leading to the Secondary School Honour Graduation Diploma:* Because they provide a basis for university level post-secondary education, it is important that depth of study and a certain intellectual standard be maintained in these courses. For this reason, the content of most honour graduation guidelines is more specifically described and the credit value fixed within more definite limits.



Limits are also applied to the number of honour graduation courses that may be developed from a particular guideline. Because of their specific nature, the educational experiences gained from honour graduation courses derived from the same guideline are essentially repetitive beyond a certain point. If a school intends to offer more credits than those assigned to each of the guidelines listed below and on the next page, approval must be requested, as it must for courses whose rationale is different from that outlined in Ministry guidelines.

a) Honour graduation courses for a *single credit* may be developed from the following guidelines:

Accountancy Practice RP.31/1963  
Art S.13/1962  
Biology, Grade 13/1969  
Chemistry S.17E/1967  
Economic Reasoning, An Introduction to, 1971  
Geography S.7/1968; Géographie S.7/1968  
History, Senior Division, 1970; Histoire, Cycle supérieur, 1971  
Home Economics S.6(13)/1968  
Music S.16/1968  
Physics S.17C/1967  
Secretarial Practice RP.31/1963

b) Honour graduation courses for a maximum of *two credits* may be developed from the following guidelines:

Anglais K-13, Senior Division, 1970  
English S.46(13)/1968  
Français S.46(13)/1968  
French S.15A(13)/1968  
German S.15B(13)/1968  
Greek, Latin and, S.11(13)/1968  
Italian S.15D(13)/1968  
Latin and Greek S.11(13)/1968  
Russian I. & S.15/1961 and S.15C(13)/1968  
Spanish S.41(13)/1968

c) Mathematics, Senior Division, 1972, outlines work for a maximum of *four credits* towards the Honour Graduation Diploma as follows:

Relations and Functions	1 credit
Calculus	1 credit
Algebra	1 credit
Mathematics of Investment	1 credit

d) Specific approval of the Ministry of Education is required:

- i) for courses beyond the credit limits outlined above;
- ii) for courses developed from the following guidelines:

Consumer Studies, Intermediate or Senior Divisions, 1972  
Dramatic Arts K-13 1970/Art dramatique K-13 1971  
Environmental Science, Intermediate and Senior Divisions, 1973  
Law, Senior Division, 1972/Le Droit, Cycle supérieur, 1972  
Man in Society RP.48/1965  
Man, Science and Technology, Intermediate and Senior Divisions, 1972  
People and Politics, Senior Division, 1972  
Physical Education S.29/1960  
Screen Education K-13/1970  
Space and Man, Senior Division, 1969  
Urban Studies, Senior Division, 1971

iii) for courses developed outside the rationale of curriculum guidelines.

**5** *New or experimental courses* not included in the rationale of existing guidelines require Ministry approval for purposes of credit towards an Ontario graduation diploma. Before new or experimental courses are requested, careful consideration should be given to the availability of staff, facilities, and instructional materials, as well as the possible reallocation of existing resources within the school. Permission is also required for the use of textbooks to be used in connection with new or experimental courses. Books to be used in courses leading to the Secondary School Honour Graduation Diploma do not require such approval.

a) The chief education officer of a school board shall send a request for approval to the Regional Director of Education, along with an outline of the nature of the studies to be undertaken, the year and division at which the course will be given, the credit value, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.

b) Requests for approval must be sent well in advance of the proposed introduction of the course.

c) Approval, when given, applies only to a specific course at the school named in the letter of approval.

d) The period for which an approval is granted, whether for a specific length of time or for an indefinite period, will be stated in the letter of approval.

e) The principal of the school for which the course is approved must assume supervisory responsibility even when all or a significant portion of the course is conducted at some location other than the school premises and instruction is given by persons who are not on the teaching staff of the school.

**6** Principals of special vocational schools and principals of composite secondary schools where special vocational education is being offered to students in their third or fourth year of secondary education should note that, in addition to vocational and occupational type courses, other suitable courses may be adapted from Senior Division guidelines. In cases where relevant guidelines do not exist, new courses must be submitted for Ministry of Education approval through the process outlined above.

#### Selection of Textbooks for Use with Courses

**1** *Circular 14, Textbooks*, issued by the Ministry of Education, lists textbooks approved for use in the schools.

**2** Principals are reminded of their responsibilities under the acts and regulations pertaining to the use of textbooks in the schools. Reference should be made to the Central Information section of *Circular 14* and the pertinent extracts from the acts and regulations pertaining to the selection of textbooks.

**3** Requests for approval to use textbooks not listed in *Circular 14* or not covered under Section 2(c) of that circular must be submitted by the chief education officer of the school board to the Regional Director of Education. Ministerial approval is not required for books that are to be used in courses acceptable for the Secondary School Honour Graduation Diploma.

**4** Where textbooks are to be selected locally under Section 2(c) of *Circular 14*, preference should be given to books by Canadian authors or editors, and printed and bound in Canada.



# Diploma Requirements

## Definition of a Credit

*A credit is granted in recognition of successful completion of a course planned to contain work that would normally be completed in 110 to 120 hours of scheduled time.*

Implicit in this definition are the components of work, time, and evaluation. In order to fulfil the intent of the definition, consideration should be given to all these components. *Scheduled time* should not involve homework normally associated with school work, nor should it include travelling time to and from studies taken at locations away from the school. The definition is not meant to imply that courses should be offered only in units of one credit; it is provided as a criterion in measuring the progress of a student towards a diploma.

In the case of occupational education, the decision as to whether a course is to be assigned credit value is to be made by the principal in consultation with his staff. It is suggested, however, that students should begin to accumulate credits by their third year after leaving the Junior Division.

## The Secondary School Graduation Diploma

The Secondary School Graduation Diploma is as individual as the student who possesses it. It is necessary to emphasize to parents, prospective employers, admission officers in post-secondary institutions of education, as well as the general public, that this diploma, awarded in recognition of achievement and effort, is attainable by all secondary school students who achieve satisfactory standing in the courses they have selected from the wide variety available.

Assessment of a student's program and levels of attainment for the purposes of employment or further education should, therefore, be made on the basis of the transcript which is Section C of the Ontario School Record System. Students, also, should be made aware of the importance of this record and the necessity that it reflect the highest levels of achievement which they are capable of reaching.

## Requirements for the Secondary School Graduation Diploma

**1** A Secondary School Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has completed satisfactorily a minimum of 27 credits in a secondary school in accordance with the following conditions:

- at least three credits from each of the four areas of study;
- a further fifteen credits from any of the four areas of study;
- among the foregoing requirements, at least four credits from courses designated as English Studies; a further two credits from courses designated as Canadian Studies.

**2** Principals should note that graduation diplomas may be issued at any time during the year to students who have successfully completed the diploma requirements.

**3** In accordance with the concept of continuous progress in education, an elementary school principal and the principal of a publicly supported school offering secondary school programs may decide that it is appropriate for certain elementary school students to enrol in secondary school courses. Where prior permission has been granted by local supervisory officers for an elementary school student to take secondary school courses for credit, the principal of the publicly supported school offering secondary school programs shall assume the responsibility for evaluation and allotment of credits towards the Secondary School Graduation Diploma.

**4** In the case of French-language secondary schools, reference should be made to Section 58 of the Secondary Schools and Board of Education Act, 1971, as amended by Bill 180/1973.

**5** For students entering an Ontario secondary school after completing one or more years of a program of secondary education in a school not organized on the credit system, e.g., a private school or a secondary school outside the province, the following additional credit requirements are normally applicable:

- after one completed year, a total of 20 credits;
- after two completed years, a total of 13 credits;
- after three completed years, a total of 6 credits.

The principal should judge each case on its own merits and determine as equitably as possible the credit equivalent of a student's background.

**6** The qualifications listed in Appendix B, Certificates Accepted for Credit(s) in Music for the Secondary School Graduation Diploma, may be counted for one credit towards the Secondary School Graduation Diploma in addition to any music credits taken in the school.

**7** The principal of a secondary school shall, upon request, issue a copy of Section C of the Ontario Student Record Folder or a statement of standing on school stationery to any student who leaves school on or before completing requirements for the Secondary School Graduation Diploma. The statement may be issued at any time during the school year and must clearly describe the number of credits satisfactorily completed as well as any partial work which, in the opinion of the principal, is significant.

## Certificate of Training

On the recommendation of the principal, a Certificate of Training will be granted by the Ministry of Education to a student who has successfully completed a secondary school program of occupational education of one, two, or three years' duration.

The certificate should be supplemented by a copy of Section C of the Ontario Student Record Folder indicating the number of credits accumulated and clearly defining the duration and areas of concentration of the student's program of studies.

## The Secondary School Honour Graduation Diploma

Courses available in the secondary school and leading to the Secondary School Honour Graduation Diploma provide an opportunity for students to explore in depth a limited number of subject areas or to continue a broad and diversified program. In keeping with the principle of continuous progress in education, it may be considered desirable for a student to undertake courses qualifying for credit towards the Secondary School Honour Graduation Diploma before he has completed all the requirements for the Secondary School Graduation Diploma. Honour graduation



courses, must, however, continue to demand from students an advanced level of academic achievement and maturity. In order to derive maximum benefit from the studies undertaken, students should be helped and encouraged to utilize the widest possible variety of learning resources in both scheduled and unscheduled time.

## **Requirements for the Secondary School Honour Graduation Diploma**

**1** A credit towards the Secondary School Honour Graduation Diploma is granted in recognition of successful completion of an honour graduation course planned to contain work that would normally be completed in 110 to 120 hours of scheduled time.

**2** A Secondary School Honour Graduation Diploma will be granted on the recommendation of the principal of the secondary school in which the student last gained standing to a student who has earned six credits comprising work acceptable for the Secondary School Honour Graduation Diploma.

**3** In order to ensure depth of study in honour diploma work, no fractional credit less than one will be accepted for diploma purposes. Credit value greater than one should be assigned only to courses that extend in time and content significantly beyond the requirements for a single credit. In determining whether such courses require special approval, reference should be made to the number of credits that may be derived from honour graduation guidelines as outlined on page 5.

**4** Students are free to select courses from among those available in their school. More than one credit may be presented in a particular subject area for the Secondary School Honour Graduation Diploma. The importance of careful choice in the light of the future plans of the student should be emphasized.

**5** Work acceptable for the Secondary School Honour Graduation Diploma may consist of:

a) courses that are within the rationale of existing honour graduation curriculum guidelines, or

b) approved courses that are not within the rationale of existing honour graduation curriculum guidelines. In order to be acceptable for purposes of credit towards the Secondary School Honour Graduation Diploma, new or experimental courses must reflect the level of scholarship and depth of treatment suggested in existing honour graduation curriculum guidelines. Therefore, a full description of the proposed course must be submitted to the Regional Director of Education in accordance with the procedure outlined on page 5.

**6** Credits obtained in honour graduation courses may be counted towards the Secondary School Honour Graduation Diploma or the Secondary School Graduation Diploma, but not both. In cases where the student has used an honour graduation credit for the Secondary School Graduation Diploma and later wishes to replace it with another credit, he may do so, thereby releasing the honour graduation credit for the Secondary School Honour Graduation Diploma.

**7** Standing obtained in either French or Français, but not both, will be counted towards the Secondary School Honour Graduation Diploma. This provision also applies to English and Anglais.

**8** The qualifications listed in Appendix C, Certificates Accepted for Credit(s) in Music for the Secondary School Honour Graduation Diploma, may be counted for one credit towards the Secondary School Honour Graduation Diploma in addition to any music credits taken in the school.

**9** Where a student holds one or more grade 13 credits as defined in or prior to 1970-71, he may qualify for a Secondary School Honour Graduation Diploma either:

a) by successfully completing work after September 1, 1971, to make a combined total of seven former and new credits; or

b) by having grade 13 credits obtained in or prior to the 1970-71 school year re-evaluated according to the definition of credits on page 6 and successfully completing work after September 1, 1971, to make a total of six new credits.

In no case may a student who failed to qualify for a Secondary School Honour Graduation Diploma by August 31, 1971, be awarded the diploma without completing a minimum of one new credit after that date.

## **Equivalent Standing for Mature Students**

Mature students are defined in this context as students who are at least 18 years of age and who have withdrawn from day school for a period of at least one year. Equivalent credits towards the Secondary School Graduation Diploma may be granted to mature students who are returning to day school, attending evening classes, seeking private study status, or enrolling in correspondence courses.

After equivalent credits have been determined, the Secondary School Graduation Diploma may not be awarded until the student has subsequently earned at least four additional credits in courses customarily taken by students in their third or fourth year of the secondary school in which he has enrolled.

In applying the criteria given below, a principal may consider it desirable to delay assigning some or all of the equivalent credits until he is satisfied that the student is competent to undertake the work at the level at which he has been placed in the school.

In addition to diploma credits already accumulated in some form of secondary education for which a transcript can be produced, the following equivalent credit allowances may be given:

a) A maturity allowance of up to 12 credits may be given on the basis of age and length of time out of school. This provision recognizes that experience in the adult world can produce competence and understanding equivalent for some purposes, and to varying degrees, to what might have been gained through formal education. Because maturity is not necessarily proportionate to chronological age, the decision regarding how many of the 12 credits will be allotted to any individual student is left to the principal or supervisory officer who will judge each case according to its merits.

b) Allowances may also be given for individual courses successfully completed but not normally identified as secondary education, if they are considered acceptable by the principal or supervisory officer and if



some form of transcript is available. Each course containing work that would normally be completed after 110 to 120 hours of instruction may be considered to equal one credit.

c) Two credits may also be allotted for the successful completion of each period of an apprenticeship training program approved under authority of the Apprenticeship and Tradesmen's Qualification Act, Revised Statutes of Ontario, 1970, Chapter 24 (published September 1972), or for each six units of a modular training program taken over and above the prescribed academic entry requirements of the particular training program authorized under the above act.

Equivalent credits assigned under this section should be recorded as such in Section C of the Ontario Student Record Folder. Once they have been assessed and recorded by a secondary school principal or supervisory officer, the equivalent credits may be transferred to any other secondary school in the province.

#### **Correspondence Courses**

Secondary school correspondence courses conferring credit towards the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma are provided to Ontario residents by the Ministry of Education free of charge. An applicant may be enrolled at any time of the year and may complete courses at any time of the year according to the rate of his own individual progress. The Chief Education Officer, Correspondence Courses, may admit a student in his third, fourth, or fifth year in a secondary school to a course offered by correspondence and not available to the student in his school, provided that the conditions established by the Ministry of Education for such enrolment are met and that the enrolment has the approval of the student's principal.

When a student has completed the requirements for a diploma through correspondence courses, he will be recommended for the appropriate diploma by the Chief Education Officer, Correspondence Courses, who will submit the required records to the Education Records Branch of the Ministry of Education Officer, Correspondence Courses, who will submit the required records to the Education Records Branch of the Ministry of Education.

For the most recent information and regulations concerning eligibility and enrolment procedures, reference should be made to the booklet *Correspondence Courses* for the current year.

#### **Evening Classes**

The principal of a day school shall be informed as soon as possible when students enrolled in his school have been admitted to evening school classes. It is the responsibility of the principal of evening classes to provide this information in sufficient detail for inclusion in the Ontario Student Record Folder.

When a course carries certificate or diploma credit, a student's final standing shall also be reported to the principal of the day school and be recorded by him along with courses taken in the day school.

In the evening class courses taken for credit, where the time allotment is less than that required by the credit definition on page 6, it is the responsibility of the evening class principal to ensure that the course does in fact contain work that would normally be completed after 110 to 120 hours of scheduled day-school time.

#### **Private Schools**

When the principal of a private school operating a school-year program or a summer-school program applies to have a Ministry supervisory officer report on his school with respect to the standard of instruction and the work of students in subjects leading to the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, the Regional Director of Education shall arrange for the inspection. Upon the recommendation of the principal of a private school in which the quality of teaching and the work of the students have been deemed satisfactory by a Ministry supervisory officer and the Regional Director of Education, a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma will be granted to a student who has completed the appropriate requirements.

#### **Private Study**

A principal may arrange a process of evaluation for a private study student who has requested approval of such evaluation in a course leading to credit. Application for such approval should be received as early as possible but normally not later than the first school day in February.

When a student has obtained satisfactory standing, the principal shall record the student's results in the Student Record Folder in the manner prescribed in Regulation 38/73, Pupil Records.

After a private study student has completed the appropriate requirements for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, he must present this evidence to the principal of the school where he last gained standing. The appropriate diploma will be granted on the recommendation of the principal.

#### **Summer Schools**

**1** Summer schools may be established by boards of education or by separate school boards under the provisions of Paragraph 30 of Section 34 of the Schools Administration Act. Paragraph 1(a) of subsection 2 of Section 1 of the Schools Administration Act provides for grant allowance for attendance at summer school. The chief education officer of the board concerned shall notify the Education Records Branch of the Ministry of Education by May 15 of the subjects which it intends to offer in its summer school program.

**2** Secondary school courses offered by summer schools may be of three types:

a) courses carrying diploma credit, designed for students who have taken the same courses in day or evening classes during the regular school year but who have not obtained standing or wish to improve their standing in such courses;

b) courses for credit that have not been previously studied;

c) courses that are not for credit but that are designed to meet the specific interests or needs of students.

**3** Students who meet the terms established by the board operating the summer school may be admitted to summer school courses.

**4** Summer school courses shall not begin until after the last legal school day in June, nor extend beyond the first legal school day of the following school year.



**5** *Principals will ensure that, to qualify for diploma credit, courses not previously taken by students fulfil the same credit requirements as courses offered within the regular school year.* Summer courses that do not satisfy the full credit definition on page 6, must be counted as fractional credits. It is suggested, however, that no fractional credit less than one third be assigned to any such course.

**6** Courses taken for credit by students who did not obtain satisfactory standing during the regular school year in those courses need not be scheduled for the full time stated in the credit definition given on page 6. In no case, however, may the amount of scheduled time be less than one half the total time provided for the course during the regular session. Standing for students in these courses shall be established by taking the higher of the standings obtained in summer school and in the regular day classes, not by averaging the two.

**7** On or before the last day of August, a statement of the standing obtained in summer school courses shall be issued to the student by the principal of the summer school. Where the course carries certificate or diploma credit, the standing shall also be reported to the principal of the school where the student last gained standing. This standing shall be accepted by the principal of the school last attended as if it had been granted upon his report and shall be recorded in school records along with courses taken during the regular school year.

**8** Where a student, through attendance and achievement at summer school, completes the requirements for a certificate or diploma, he will be recommended immediately for the appropriate certificate or diploma by the principal of the school where he last gained standing, who will submit the required records to the Education Records Branch of the Ministry of Education.

#### **Guidance Services**

The maintenance of an effective guidance and counselling service is vital to the operation of a secondary school. The wide variety of curriculum choices available to students in most secondary schools makes it essential that high priority be given to consultation services. If students are to make informed decisions about course selections, they need to know as precisely as possible the philosophy and practice of the school

regarding the courses that are available as well as the possible consequences of their particular choices. The expectations of business, industry, and post-secondary education, as well as the national priorities referred to on page 3, may have a significant influence on the selection of courses making up an individual program and should, therefore, be part of the information readily available to each student. Furthermore, the planning of programs with students requires continuous assessment of individual potential and achievement if the student is to be assisted in finding the appropriate purpose and direction in his secondary school education.

Guidance services are necessary in facilitating the adjustment of new students or of those requiring Special Education services. Other important functions of guidance services include liaison with feeder schools, utilization of the resources of community agencies, and the satisfactory flow of educational and vocational information to students, teachers, and parents.

In planning for these essential services in their schools, principals should encourage guidance counsellors to meet regularly with teachers so that some of the information required by students may be available from all staff members and that counsellors may evaluate the guidance services they are providing to the whole school.

#### **Library Resource Centre**

The increased emphasis on independent study and research requires a variety of learning materials as well as areas suitable for independent study and small group activities.

Regularly scheduled classes in the library resource centre should be avoided so that these facilities may be available to groups and individual students at all times of the school day as well as before and after regular school hours. Consideration should also be given to the extension of services during evenings and weekends.

Most effective use is made of the centre when the principal, teachers, students, and the school librarian co-operatively determine the materials and services needed.

Principals should encourage those in charge of the centres to place particular emphasis upon the acquisition of suitable learning materials of Canadian origin.



# Appendix A:

# Ministry of Education Intermediate and Senior Division Guidelines and Courses

(as of September, 1974)

\*Copies of guidelines for these courses are out of print until revisions are completed.

\*\*These publications do not contain a specific grade 13 syllabus; therefore, schools wishing to offer honour graduation level courses from these guidelines should seek approval from the Regional Director of Education, as in the case of new or experimental courses.

†Guidelines that outline courses acceptable for Secondary School Honour Graduation credit.

## Notes:

1 Publications that have been superseded by new guidelines have been omitted from this list. It is expected that within a reasonable time schools will replace courses based on the deleted publications with courses based on the new guidelines.

2 The number that precedes each guideline and course title is part of a coding system recently adopted by the Ministry. These numbers will appear with guideline titles on documents such as the September Report.

H80-010	*†Accounting Practice RP.31/1963
S80-060	<i>Accounting, Introduction to</i> , Senior Division, 1970
S94-030	*Agricultural Mechanics RP.27A/1966
C91-010	Air Conditioning and Refrigeration RP.27/1963
C99-010	Aircraft RP.27/1963
G23-010	† <i>Anglais</i> , K-13, 1970
I91-011	Applied Electricity RP.27/1963
I70-030	Art I.13 and I.13A/1968
D70-020	Art S.13/1962
C99-011	Auto Body Repair RP.27/1963
I99-090	*Auto Body Repair RP.35/1962
C99-012	Auto Mechanics RP.27/1963
I99-091	*Automobile Servicing RP.25/1962
S50-010	Biology RP.50/1963
H50-020	† <i>Biology</i> , Grade 13/1969
S82-011	*Business Finance RP.31/1963
C82-012	*Business Machines RP.31/1963
I82-014	*Business Mathematics RP.31/1963
S82-015	*Business Organization and Management RP.31/1963
I82-016	*Business Practice RP.31/1963
I91-090	*Carpentry RP.35/1962
S51-020	Chemistry RP.51/1965
S51-030	Chemistry S.17D/1966
H51-040	†Chemistry S.17E/1967
S84-051	<i>Communications and Business Procedures</i> , Senior Division, 1971
S40-020	<i>Computer Science</i> , Senior Division, 1970
C11-010	** <i>Consumer Studies</i> , Intermediate and Senior Divisions, 1972
S84-010	*Correspondence and Spelling RP.31/1963
S81-031	Data Processing, Basic Programming, RP.33/1966
S81-032	Data Processing, Business Systems Programming, RP.33/1966
S81-033	Data Processing, Computer Concepts, RP.33/1966
S81-034	Data Processing, Computer Fundamentals, RP.33/1966
S81-035	Data Processing, Business Data Processing, RP.33/1966
S81-036	Data Processing, Special Commercial, RP.33/1966
S81-037	Data Processing, Systems Design, RP.33/1966
S81-038	Data Processing, Unit Record Fundamentals, RP.33/1966
S63-060	Dietary Supervision, Senior Division, RP.52/1966 <sup>1</sup>
I90-010	Drafting RP.27/1963
I90-090	*Drafting (Blueprint Reading and Sketching) RP.35/1962
S92-010	Drafting (Electrical) RP.27/1963
C71-010	** <i>Dramatic Arts</i> , K-13, 1970/ <i>Art dramatique</i> , K-13, 1971
I94-090	*Drycleaning and Pressing RP.35/1962
H60-011	† <i>Economic Reasoning, An Introduction to</i> , 1971
S60-010	<i>Economics</i> , Senior Division, 1971
I92-090	*Electrical Appliance Repair RP.35/1962
S92-070	<i>Elements of Computer Technology</i> , Senior Division, 1971
S91-080	<i>Elements of Construction Technology</i> , Senior Division, 1970
S92-050	Elements of Electrical Technology S.27B/1969
S95-060	Elements of Mechanical Technology S.27D/1968
I20-040	<i>English</i> , Intermediate Division, 1969
S20-020	*English RP.S.4/1967
H20-030	*†English S.4(13)/1968
C52-030	** <i>Environmental Science</i> , Intermediate and Senior Divisions, 1973



I63-080	<i>Family Studies</i> , Intermediate Divisions, Interim, 1973	S83-022	Marketing, Evolution of, RP.32/1964
S63-050	Fashion Arts RP.54/1971 <sup>1</sup>	S83-023	Marketing, Process of, RP.32/1964
S21-050	<i>Français</i> , Cycle supérieur, 1973	S83-024	Marketing, Traffic, Shipping and Transportation RP.32/1964
I21-040	<i>Français</i> , Niveau intermédiaire, 1971	I91-091	*Masonry and Allied Trades RP.35/1962
H21-030	Français, S.46(13)/1968	I41-040	Mathematics, I.12C(4 & 5)/1965
C22-010	French I. and S.15/1961 <sup>2</sup>	I41-050	Mathematics I.12D(4)/1966
C22-020	*French RP.15/1964 <sup>2</sup>	I41-051	Mathematics I.12D(5)/1966
H22-050	French S.15A(13)/1968	I41-090	*Mathematics RP.35/1962
I22-040	French I.15A(9-10)/1968 <sup>3</sup>	D40-060	†Mathematics, Senior Division, 1972
S22-060	French S.15A(11-12)/1970 <sup>3</sup>	I83-090	*Merchandising RP.35/1962
S61-010	*Geography RP.7/1962	I83-025	Merchandising (Retail) RP.32/1965
I61-020	*Geography I.7 & I.9/1962	D72-030	†Music S.16/1968
D61-030	†Geography/Géographie S.7/1968	C72-020	Music (Instrumental) I. & S.16B/1967
I61-050	<i>Geography</i> , Intermediate Division, Interim (Man and the Earth), 1973	I72-050	<i>Music</i> , Intermediate Division, Interim, 1972
I61-090	*Geography RP.35/1962	C72-010	*Music (Vocal) I. & S.16A/1967
S53-010	Geology RP.47/1963	I97-091	*Nursery School and Child Care RP.35/1962
C31-010	German I. & S.15/1961	S63-040	Nursing Assistants RP.35/1966 <sup>1</sup>
H31-030	†German S.15B(13)/1968	I94-091	*Painting and Decorating RP.35/1962
I90-011	Graphic Arts RP.27/1963	C82-017	*Penmanship RP.31/1963
S90-100	<i>Graphic Arts</i> , Senior Division, 1972	S65-020	** <i>People and Politics</i> , Senior Division, 1972
C30-021	<i>Greek, Latin and</i> , Intermediate and Senior Divisions, 1969	S65-020	** <i>La politique et nous</i> , Cycle supérieur, 1972
H30-011	† <i>Greek, Latin and</i> , S.11(13)/1968	S73-010 (*)	**Physical Education S.29/1960
C10-010	Guidance I.3(&S.5)/1968	I73-020	Physical and Health Education I.29/1966
I97-090	*Haidressing RP.35/1962	S73-040	Education physique et hygiène I.29/1967
I62-010	History I.7 & I.9/1962	I73-050	Physical and Health Education, Senior Division
I62-040	<i>History</i> , Intermediate Division, Interim, 1973	I73-050	Health Education S.29A/1969
S62-020	*History RP.9/1964	S55-010	<i>Physical and Health Education</i> , Intermediate Division Interim, 1973
D62-030	†History, Senior Division/ <i>Histoire</i> , Division Senior, 1970	S55-020	Physics S.17A/1966
I62-090	*History RP.35/1962	†S55-020	†Physics S.17C/1967
I63-010	Home Economics I.6/1964	C91-012	Plumbing RP.27/1963
I63-090	*Home Economics RP.35/1962	I82-018	*Record Keeping RP.31/1963
S63-020	Home Economics RP.S.6/1964	I93-090	*Restaurant Services RP.35/1962
H63-060	†Home Economics S.6(13)/1968	C33-010	Russian I. & S.15/1961
I97-092	Hospital Services RP.35/1962	H33-020	†Russian S.15C(13)/1968
C96-020	*Industrial Arts I.19 and S.19/1962	S54-010	Science RP.17/1964
S51-010	Industrial Chemistry RP.27/1963	I54-030	<i>Science</i> , Intermediate Division, Interim, 1972
S95-040	Industrial Physics S.27C/1967	C54-080	Science (Technical) RP.27/1963
C11-020	<i>Informatics</i> , Intermediate and Senior Divisions, 1972	C74-010	**Screen Education K-13/1970
D32-060	†Italian S.15D/1968	H84-011	*†Secretarial Practice RP.31/1963
I94-092	*Janitorial Services RP.35/1962	I95-090	*Sheet Metal RP.35/1962
C30-020	<i>Latin and Greek</i> , Intermediate and Senior Divisions, 1969	I95-011	Sheet Metal Practice RP.27/1963
H30-010	†Latin and Greek S.11(13)/1968	C84-012	*Shorthand RP.31/1963
S64-010	** <i>Law</i> , Senior Division/ <i>Le Droit</i> , Cycle supérieur/1972	I99-092	*Small Engines RP.35/1962
I95-010	Machine Shop Practice RP.27/1963	S11-040	** <i>Space and Man</i> , Senior Division, 1969
S63-070 (*)	**Man in Society RP.48/1965	C34-020	Spanish I. & S.43/1964
C11-030	** <i>Man, Science and Technology</i> , Intermediate and Senior Divisions, 1972	H34-030	†Spanish S.43(13)/1968
S83-021	Marketing, Advertising & Sales Promotion RP.32/1964	C84-040	Typewriting, Personal, I. & S.31A/1969
		I84-050	<i>Typing, Basic Business</i> , Intermediate Division, 1971
		S61-040	** <i>Urban Studies</i> , Senior Division, 1971
		C95-012	Welding RP.27/1963
		I95-091	*Welding and Cutting RP.35/1962
		I91-013	Woodworking (General) RP.27/1963
		C95-013	Woodworking Pattern-Making and Casting RP.27/1963
		S66-010	<i>World Religions</i> , Senior Division/ <i>Les grandes religions</i> , Division Senior/1971

<sup>1</sup>Conditions regarding the introduction of this course can be obtained from the Regional Director of Education.

<sup>2</sup>For students beginning French in secondary school.

<sup>3</sup>For students continuing French from elementary school programs.



## Appendix B:

### Certificates Accepted for Credit in Music for the Secondary School Graduation Diploma

(See page 6, note 7, Secondary School Graduation Diploma.)

	One credit towards the Secondary School Graduation Diploma
Royal Conservatory of Music of Toronto	(i) Grade VIII Practical and Grade II Rudiments
Western Ontario Conservatory, London	(i) Grade VIII Practical and Grade II Rudiments
McGill Preparatory School of Music	(i) Grade 10 Practical and Grade 10 Theory
Trinity College of Music, London, England	Grade VII Practical and Grade V Theory
Royal Schools of Music, London, England	Grade VII Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade VI Theory

## Appendix C:

### Certificates Accepted for Credit in Music for the Secondary School Honour Graduation Diploma

(See page 7, note 8, Secondary School Honour Graduation Diploma.)

	One Credit towards the Secondary School Honour Graduation Diploma
Royal Conservatory of Music of Toronto	(i) Grade IX Practical and Grade III Harmony
Western Ontario Conservatory, London	(i) Grade IX Practical and Grade III Harmony
McGill Preparatory School of Music	(i) Grade II Practical and Grade II Theory
Trinity College of Music, London, England	(i) Grade VIII Practical and Grade VI Theory
Royal Schools of Music, London, England	Grade VIII Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade VIII Theory







